

National Tsing Hua University
Upper-Intermediate English II
 中高級英文二
 Spring 2024



Course Number	LANG 1020 <u>31</u>	Credits	2	Classroom	南大校區 _____ 教室
Class hours	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday				
	<input type="checkbox"/> 8:00A.M. – 9:50A.M. <input checked="" type="checkbox"/> 10:10A.M. – 12:00P.M.				
可選課學生 身分別	<input checked="" type="checkbox"/> 前標生 <input type="checkbox"/> 中級生 <input type="checkbox"/> 初級生				
Language Level	<input type="checkbox"/> A2+ – B1 (初級) <input type="checkbox"/> B1-B2 (中級) <input checked="" type="checkbox"/> B2 (中高級)				
加簽說明	<input checked="" type="checkbox"/> 不開放人工加簽。所有學生須由選課系統亂數選課。				
停修條件	The student's application for course withdrawal will NOT be approved if <ol style="list-style-type: none"> The student never attends class nor submits assignments. The student is absent or asks for leave with NO valid excuses for more than 6 classes. The student never explains to or discusses with the teacher his/her difficulty in taking care of this subject. The student neither offers valid excuses on his application for course withdrawal nor notifies the teacher beforehand. 學生如遇有以下情形，其停修申請將不予「同意」 <ol style="list-style-type: none"> 學生未曾到課或繳交任何作業。 學生無故缺席或未有證明之請假超過六次 學生從未向老師解釋、或與之討論，修讀本課程時的困難 學生未在停修申請上敘明或以其他通訊方式告知老師停修本課程之原因 避免學生規避「低修」學分數而選課，或以其他理由選課但不上課等情事 提醒：請於選課前參考課程大綱，了解評分方式、各週進度。並於第一堂課進一步了解作業、報告、考試的規劃與所需處理時間。評估自己的學習量能，避免修課失衡。				



Instructor & Contact Information

Name	Email	Office & Tel	Office Hour
徐桂平 Vicky Hsu	personal messaging on eeclass¹	綜二館 B 側 209 (☎ 34417)	Tuesday 10:00 A.M.-12:00 P.M. 綜二館 B 側 209



¹ No email will be replied to, especially when the sender's email address does not belong to the student. Please leave messages on eeClass, using the "personal messages" function. 請使用 eeClass 的私人訊息聯絡，email 將不回覆，特別是發送郵件的電子郵件地址並非發信人所有。

Course Aims / Description

1. Primary aim

This one-year course is designed to enhance students' overall English competence through listening, speaking, and reading activities plus grammar review and vocabulary development. A four-skill coursebook plus a self-access learning project will be integrated to design learning tasks and provide opportunities for students to practice language learning strategies, get exposed to English in any form, and develop their confidence and fluency in the classroom and outside the classroom. After having taken this course, students are expected to consolidate their knowledge of English language and engage themselves more confidently and fluently in authentic communication in everyday settings and even in school settings.

2. Subsidiary aim

In this class, students will have opportunities to

1. review and practice grammar points and sentence structures to describe and discuss a variety of topics and issues related to their life
2. build up theme-based vocabulary and even academic words for and through reading and listening to conversations, interviews, talks, and lectures
3. practice academic skills such as outlining, summarizing, and critical thinking while listening, reading, speaking, and writing
4. manage and present information, perspectives, or problem-solving in speaking and writing tasks or activities

3. Corresponding CEFR Can-do statements

Can-do statement #1 **[LISTENING]** can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.

Can-do statement #2 **[READING]** can understand articles, reports and reviews in which the writers express specific points of view.

Can-do statement #3 **[SPEAKING INTERACTION]** can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.

Can-do statement #4 **[SPEAKING PRODUCTION]** can present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.

Can-do statement #5 **[WRITTEN PRODUCTION]** can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.

Can-do statement #6 **[STRATEGIES]** can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.

Can-do statement #7 **[QUALITY OF LANGUAGE]** can link what I say or write into clear, well-organized text, though I may not always do this smoothly so there may be some "jumps."



英文核心能力指標 University Student Core Competency Indicators

- | | |
|--|-----|
| 1. 英語溝通與表達能力 (ability to communicate and express oneself in English) | 30% |
| 2. 深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English) | 10% |
| 3. 英語學習策略與技巧 (knowledge of English learning strategies and techniques) | 30% |
| 4. 對英語與多元文化的國際視野 (global views of English and multicultural diversity) | 15% |
| 5. 善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and development of independent self-learning habit) | 15% |



Teaching Materials and References

Uniform textbook	Christina Latham-Koenig, Clive Oxenden, and Kate Chomacki. (2021) <i>American English File 4, 3rd Edition</i> . New York: Oxford University Press. ISBN: 978-0-19-490685-2
	CEFR Scale <input type="checkbox"/> B2+ <input checked="" type="checkbox"/> B2 <input type="checkbox"/> B1 <input type="checkbox"/> A2+ <input type="checkbox"/> A2
Platform for course material	1. 清華大學 eeclass 數位學習系統 https://eeclass.nthu.edu.tw/ 2. <i>American English File 3e</i> Online Practice https://americanenglishfile3e.oxfordonlinepractice.com/ 3. MS Forms (for assignments & quizzes) 4. MS Teams (using your office365 account when online classes are offered) Team code: TBA



Grading

- | | |
|--|-----|
| 1. Attendance and participation | 15% |
| 2. Midterm exam | 20% |
| 3. Final exam | 20% |
| 4. Assignments & quizzes | 25% |
| 5. Self-access learning (<i>American English File 4 3e</i> – Online Practice) | 10% |
| 6. Presentations - Show and Tell & issues related to File 6B & File 9B | 10% |

Note: The percentage of this grading scheme is subject to possible adjustments. To be announced.

(Note: If you plan to add any other textbook or material to this course, please list the books here.)



Requirements & Rules:

- Class attendance, lesson preparation, and active class participation are required.
 - ✓ The instructor takes attendance almost every class throughout the semester. If you are all present whenever the instructor takes the roll, you will get **70** (i.e. the primitive score) in this category (i.e.

Class attendance). 經常性點名，全勤者可得此評分項目中 70%。

- ✓ If you are absent from a class meeting, **10 points** will be deducted from this primitive score. 每次未假未到課，扣除此評分項目的 10%。
- ✓ If you are absent in case of **UNCONTROLLABLE** situations (e.g. illness, emergency, important occasions, etc.) and you decide to take a leave, please fill out the MS Forms (Request for leave with proof) using your Office365 account issued by Computer and Communication Center of National Tsing Hua University, with **the valid proof WITHIN TWO WEEKS**. A receipt or a medicine prescription with the correct stamp of date by accredited hospitals can be seen as valid proof. 遇不可抗力情形需請假者，請用本校計通中心核發的 office365 帳號填寫請假申請，並附上請假證明（就醫收據、藥袋、公假單等）。



Request for leave with proof (MS Forms): <https://forms.office.com/r/qQQf0QLf2d>

- ✓ Being late for more than **10 minutes** is treated as absence from that hour (**5 points** will be deducted). Being late for more than 60 minutes is treated as absence from the whole class. 遲到逾 10 分鐘，扣除此評分項目的 5%。遲到逾 60 分鐘，視為該次上課未到課。
 - ✓ If you are absent for more than **12 hours**, your course withdrawal will NOT be approved, and **you will definitely be flunked**. 無故不到課逾 12 小時者，將不予同意其停修申請，學期成績以不及格論。
2. Absence from a class is no excuse for submitting assignments in time or ignoring assignments or the class you have missed. **It is your responsibility to ask your classmates or the instructor what has been covered in the class.** 缺席不得作為無法及時繳交作業或完成作業之藉口。缺席者富有處理作業繳交或完成之責。（委託同學代為繳交或領取，或自行前來教師研究室繳交或領取。）
 3. **Plagiarism** on assignments and **cheating** on the exam is **absolutely unacceptable**. If someone is found plagiarizing or cheating, it means he/she will get a zero point for that assignment or exam. 嚴禁抄襲與作弊。抄襲與作弊者，學期成績以不及格處理。情節重大時，將提報至相關單位依校規處理。
 4. **學生使用 AI 的條件**
AI-assisted reports and assignments are
 - allowed with appropriate attribution: AI-assisted work on some assignments is allowed when students clearly identify what parts of the assignments were AI generated and how it helped them.
有條件開放，註明如何使用生成式 AI 於作業或報告之產出
 - allowed in limited instances: AI can be used to prepare for reports and assignments by brainstorming, but students must show how it helped them reach the result.
限定使用，註明如何使用生成式 AI 於作業或報告之準備（如腦力激盪等）

Reminder: When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of ChatGPT’s biggest limitations is its databases only go up to 2021, making it unaware of current events.
 5. There will be **NO make-up exams** or **presentations** unless you notify the instructor valid and

official reasons for your absence **beforehand**. If a group presentation is “crippled” due to your lateness or absence, you will receive no grade on the presentation. 無合理且正式的缺課原因，將不予補考或補行報告。

6. Assignments are expected to be completed and submitted by due date. No late submission will be accepted or graded unless the instructor approves your application of late submission.

作業請按時繳交（或上傳）。未獲教師同意可延遲繳交者或超過以下寬限期，其遲交作業不批改、不計分。

NO full credit for late submission/Penalty for late submission: 10% of the total mark awarded will be deducted for each working day after the submission date. 每遲交一日。扣 10%成績

Late Submission		Mark Awarded After Penalty	
Number of days late	Penalty	Original grade 90	Original grade 60
1	10%	81	54
2	20%	72	48
3	30%	63	42
4	40%	54	36
5	50%	45	30
More than 5 days	Not completed and grade of zero awarded 遲交逾 5 日，不計分		

7. **Penalty for no or poor participation in pair or group work**

Students are expected to take part in various pair or group activities. Failure to engage in these activities may lead to reductions in grades awarded. Sometimes the reduction may be suggested by other group members; in other circumstances, the instructor may reduce the grade awarded without reference to other group members.

8. Mobile devices are only used for educational purposes relevant to the subject or tasks in the classroom setting with the permission of or at the request of the instructor. 行動裝置僅限於學習活動，使用須獲得老師同意或遵照老師指示。

During class students are not to be seen with a cell phone in hand. Mobile phones are expected to be turned off or switched to a silent mode. 課程進行時，請關閉行動電話或轉為靜音模式。未獲教師指示或許可，不得於上課時間使用。

9. The syllabus, handouts, returned assignments should be kept at least to the end of this semester for later reference or the final exam. 課程相關各項文件請妥為保存至學期結束。



Teaching Activities

- Lectures 口頭講授
 Pair/Group discussion 配對 / 分組討論
 Assignments 作業
 Student presentations 學生報告
 Quizzes 小考
 online practice 線上練習



Classroom Languages

English 80 % Mandarin 20 %



Detailed Syllabus:

WEEK	DATE	Coursebook Units	Tentative Learning Tasks
1	2/19	Course Orientation	Basics about summarizing & paraphrasing
2	2/26	File 6A Night night	Grammar— <i>used to, be used to, get used to</i> Listening— sleep disorders and problems
3	3/4	File 6A Night night	Reading—segmented sleep Vocabulary—words and phrases related to sleep
4	3/11	File 6A Night night	Listening—a podcast by a sleep expert Speaking—healthy sleep?
5	3/18	File 7A Let's not argue	Grammar – past modals Listening – Who's the guilty person Reading – Classic student house arguments
6	3/25	File 7A Let's not argue	Speaking – Typical arguments in a shared house Listening – Tips about arguing better Grammar in context – <i>would rather</i>
7	4/1	File 7A Let's not argue	Vocabulary – verbs often confused Reading – How to win an online argument Writing – For or against the statements
8	4/8	TED – For argument's sake (Daniel Cohen) Follow-up discussion: How to argue with men/women	
9	4/15	Midterm Exam—Files 6A & 7A PLUS a recorded oral test	
10	4/22	File 8B Fake news	Speaking—reading news & news headlines Listening—news stories
11	4/29	File 8B Fake news	Grammar—reporting verbs Vocabulary—the media Reading—a news report about Tour de France
12	5/6	File 8B Fake news	Reading—how to spot fake news Video listening—the documentary <i>The speed of delivering news</i>

WEEK	DATE	Coursebook Units	Tentative Learning Tasks
13	5/13	Student Oral Presentation—Show and Tell: Something you do not know about ME (pre-recorded YouTube video)	
14	5/20	File 9B Super cities	Reading—What makes a city attractive? Listening—the most beautiful cities Writing—a beautiful city you have been to
15	5/27	File 9B Super cities	Grammar—uncountable and plural nouns Speaking—JUST A MINUTE Vocabulary—prefixes and suffixes
16	6/3	File 9B Super cities	Reading—future cities Speaking—advantages and disadvantages of living in a future city
17	6/10	No class (Dragon Boat Festival)	
18	6/20	Final Exam—Files 8B & 9B PLUS a recorded oral test	

Guidelines for a pre-recorded SHOW-N-TELL

Goal: You are encouraged and expected to prepare a pre-recorded SHOW-N-TELL in order to make the audience know more about you.

The purpose of your presentation will be one or some of the following:

- ✓ INSPIRATIONAL—engaging your audience in a certain emotion or feeling; gaining your audience’s acceptance or approval; or motivating your audience to take an interest in a specific activity
- ✓ DEMONSTRATIVE—showing the features or functions of a specific gadget, tool, or instrument step by step
- ✓ NARRATIVE—telling personal anecdotes to share with your audience an emotional connection between the item and you (sometimes also INSPIRATIONAL)

Qualification for SHOW-N-TELL:

- ✓ You are passionate about showing something **REAL** to your audience.
- ✓ You know how to show the specific parts of the item or perform its main functions.
- ✓ You have had a great story or personal anecdote to tell your audience about a great connection between the item and you.

SHOW-N-TELL: By presenting and describing an object that means a lot to you or has been special or unique in your life, you would

1. share your experience with the class or

2. engage the audience in understanding **more about your personality traits, your strengths, or your “secret”** (something few people know about).”

重點是透過 **Show-n-tell**，分享你的生活經驗，或讓觀眾更了解你的人格特質、擅長的事，或是小秘密。

Note: Your **SHOW-N-TELL** **must NOT be a tutorial** for making a handcraft, cooking a dish, or playing a sport or a musical instrument.

千萬別弄成一個教學性質（手工藝、烹飪、運動、樂器等）的簡報影片。重點不是教觀眾做甚麼，而是讓觀眾透過你的呈現與描寫，更了解你是個甚麼樣的人。

Length: 3-4 minutes

Mode of presentation: a **pre-recorded video** presentation in **MP4** or **AVI** formats (not including video clips in your presentation)

Deadline for publishing/uploading: **May 19** (W3W4) / **May 13** (R1R2) / **May 10** (M3M4) (**NO EXTENSION**)

All the videos will be evaluated by the class and the teacher in Week 13 or 14. Details to be announced.



Guidelines for Self-access Learning

You are expected to work out a self-access learning project to familiarize yourself with the following items so that you will be competent at and well-prepared for using English more accurately in oral and written communication. You may learn and practice on your own pace while you are taking up this course.

What you are expected/required to learn and get proficient at:

(Note: You are **NOT** expected to memorize the definitions or rules. You are expected to learn and practice how to use them well in the exams, assignments, discussions, and presentations this semester.)

No.	items for your self-access learning	Notes
1.	Parts of speech (詞性、詞類)?	How is a word related to parts of speech? How do we identify parts of speech? Why should we know part of speech?
2.	Parts of speech in a sentence	How do we use parts of speech in a sentence? How do we identify parts of speech in a sentence?
3.	Basic elements of a sentence: subject-predicate structure	What is the subject of a sentence? What is the predicate of a sentence?
4.	Object vs. Complement	What is an object in a sentence? What is a complement in a sentence?

No.	items for your self-access learning	Notes
5.	5 basic sentence patterns in English	<ul style="list-style-type: none"> • Subject + Linking Verb + Complement (S – LV S – C) • Subject + Intransitive Verb (S – IV) • Subject + Transitive Verb + Direct Object (S – TV – DO) • Subject + Transitive Verb + Indirect Object + Direct Object (S – TV – IO – DO) • Subject + Transitive Verb + Direct Object + Object Complement (S – TV – DO – OC)
6.	4 common sentence structures	<ul style="list-style-type: none"> • Simple sentences • Compound sentences • Complex sentences • Compound-Complex sentences
7.	gerund vs. participle vs. infinitive	How do we use these verbals in a sentence? What part of speech is each of the verbals?
8.	comma splice	How do we separate or connect two clauses correctly?
9.	run-on sentences	
10.	sentence fragments	Is there anything missing in the sentence we write?
11.	subject-verb agreement	agreement in person and number
12.	dangling modifiers	What is being modified? Where is it?
13.	misplaced modifiers	
14.	parallel structure	Do we use the correct repetition of a grammatical form?

1. Self-access Learning

- Check the chart and see which items you need to review or get familiar with.
- Select the learning tools and materials (Grammarly, YouTube, VoiceTube, Chat GPT, and other internet resources) available for your self-access learning.
- Schedule your learning and learning independently; make it a routine.

- Keep a learning diary (Optional; you may upload your learning diary for the bonus point).

2. Discussion and Consultation

- If you have any questions, you may walk in and consult the teacher in the office hours.

3. Evaluation

- This project accounts for 10% of the semester grade.
- For each item, 1-2 quizzes will be given to see how much you have learned. (5%)
- The sentences in the exams, assignments, and oral presentations will be observed to determine the effectiveness of your self-access learning. (5%)

Consider the following aspects in each phase:

While you are planning...

- The time you have available to reach your objectives—be realistic, not daydreaming.
- How intensively you can or you are willing to learn

While you are learning...

- Any time slots can be reserved for and dedicated to your self-access learning.

- Better to learn as regularly as possible and at set times
- Self-discipline counts as to your time management.
- Learn around intensity to grow skills and competencies—The more you get immersed, the more effectively you learn.
- Discover what strategies and materials suit you.
- Try out different options and observe how successful they are for you
- Give up the ineffective and de-motivating learning methods, strategies, and even learning environments.
- Do not hesitate to ask questions and ask for help when you meet any difficulty.